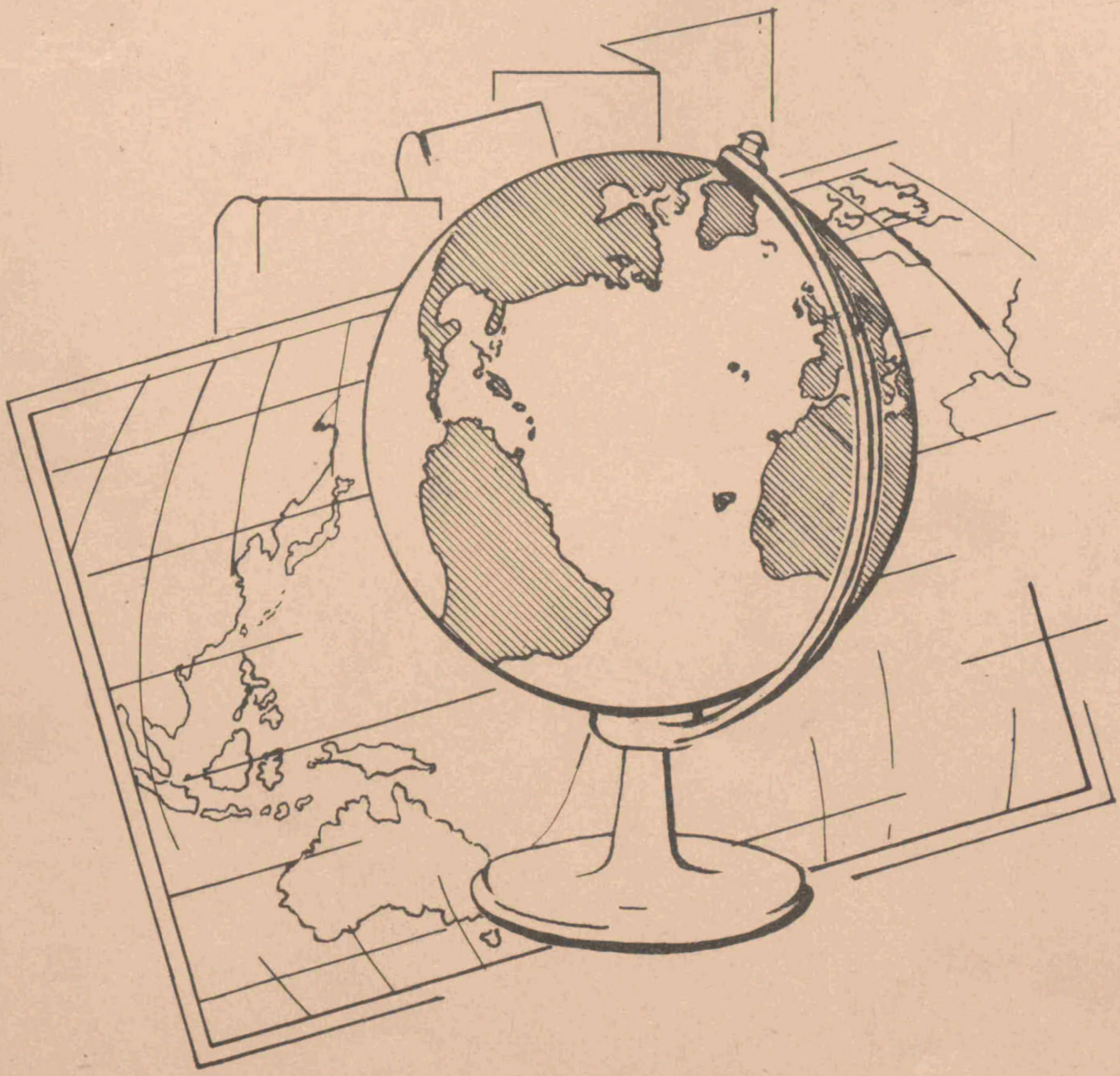
INDIANA COLLECTION
Gary - Schools



Social Studies

CURRICULUM GUIDE · GRADES 7-12

GARY PUBLIC SCHOOLS

T H I S W E B E L I E V E:

That the social studies should develop in students those understandings, skills, and abilities which will enable them to attain their maximum potential in such a way that they may become effective adults - cognizant of their responsibilities, rights, and duties as citizens of a democracy.

CURRICULUM GUIDE - GRADES 7-12

S O C I A L S T U D I E S

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Gary Public Schools
Gary, Indiana

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FOREWORD

These curriculum guides have been in the process of development since the fall of the 1956 school year. Teacher committees from each subject area with a representative of each high school worked with the secondary supervisors to identify and record the major topics to be covered in each of the subject areas. These teacher committee members also accepted the responsibility of keeping other teachers of the subject areas involved and their principals informed regarding the progress and problems of the committees.

The Secondary Curriculum Planning Council studied and reviewed the suggestions and recommendations of each committee and then passed their recommendations and reactions on to the assistant superintendent and superintendent. The principals spent many hours with the assistant superintendent and secondary supervisors studying and reviewing all of the proposals before making their recommendations regarding the program.

The materials in these guides which have been developed through this cooperative process include four major parts:

1. A record by grade of the topics to be taught in each subject area.
2. The areas of emphasis to assure desirable outcomes.
3. Suggested activities for each subject at each grade level.
4. Helpful resource materials.

It is recognized that curriculum development is a continuous process and that the content and organization will need to be modified from time to time as a result of its use. The procedures for such modification

have been identified.

Each person who has participated in the development of these guides deserves our commendation.

Each individual teacher should find these materials most helpful in planning his or her classroom activities.

ALDEN H. BLANKENSHIP
Superintendent of Schools

INTRODUCTION

The junior-senior high school curriculum guide represents the efforts and consideration of all the principals, supervisors, and teachers in grades 7 through 12. Early in the fall of 1956, a structure to assist in the development of this guide was proposed to the high school principals and teachers by the secondary supervisors and the assistant superintendent. The primary purpose of this structure was to involve the entire staff--teachers, principals, and supervisors--in the development of guides and methods to improve instruction in the secondary school. As a result, approximately 450 staff members participated in the study.

The project was coordinated by the secondary supervisors, working with the planning council, the assistant superintendent, and the superintendent of schools.

Donald Roe, general secondary supervisor, served as chairman of the planning council and consultant to the various teacher committee groups including social studies, English, foreign languages, art, and library. Mrs. Mildred Wirt assisted in the areas of speech and dramatics. Haron Battle and Johnston Karr, secondary supervisors, assisted in the areas of science, mathematics, industrial arts, guidance, and business education.

Other subject areas were coordinated by the following supervisors: Miss Ruth Schooler, homemaking education; Clarence V. Hendrickson, vocal and instrumental music; Robert Antonacci, health, safety, and physical education; and Louis McElroy, vocational and cooperative education.

The planning council and the teacher-committee chairmen consisted of the following persons representing areas indicated:

SOCIAL STUDIES

The material included in this section of the Gary Curriculum Guide was developed by the City Departmental Social Studies Committee with Richard Hills, chairman for 1956-57, Henry Wegrzyn, chairman for 1957-58, and Donald Roe, General Supervisor of Secondary Education, as consultant.

Committee members were:

1956 - Mary Ban
Albert Brown
Dorothy Clingerman
Helen Conway
Richard Hills
W. H. McAllister
Charles Miller
Carmello Sapone
Henry Wegrzyn

1957 - Carl Bocock
Albert Brown
Louis Chuckney
Dorothy Clingerman
Helen Conway
Virginia Stoner
Charles Vas
Henry Wegrzyn
Richard Hills

Alden H. Blankenship, Superintendent of Schools
Harold M. Kaiser, Assistant Superintendent of Schools

Curriculum Guide, Section M
Gary Public Schools
Gary, Indiana
1958

SEQUENCE CHART FOR SOCIAL STUDIES

GRADE 7	GRADE 8	GRADE 9
(required)	(required)	
I. Indiana History and Government.....p. 4	American History.....p. 6	World Geography ($\frac{1}{2}$)..p.10
		Community Civics ($\frac{1}{2}$)..p.8
II. Geography of the Western World.....p. 4		
A. Canada B. Mexico C. Central America D. West Indies E. South America		

SEQUENCE CHART FOR SOCIAL STUDIES

GRADE 10	GRADE 11	GRADE 12
World History.....p. 12	U.S. History.....p. 14 (required)	World History
World Geography ($\frac{1}{2}$)	World History	U. S. History
Community Civics ($\frac{1}{2}$)	Psychology.....p. 26	Psychology ($\frac{1}{2}$)
		U.S. Government ($\frac{1}{2}$)...p. 16 (required)
		One of following four required:
		1. World Problems($\frac{1}{2}$) p. 22
		2. Economics($\frac{1}{2}$).....p. 18
		3. Social Problems($\frac{1}{2}$)p. 20
		4. American Problems($\frac{1}{2}$) p. 24

SOCIAL STUDIES
Grade 7

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Indiana A. Setting for Indiana History and the Indians of the Northwest Territory B. French, English, and Americans in the Northwest Territory C. Pioneer life and Indiana as a territory 1800-1816 D. Indiana as a state - 1816 to present E. Growth of education in Indiana 1. Famous persons 2. Places of interest F. Agriculture, natural resources, and manufacturing G. Growth and distribution of population	I. Developing an understanding of early inhabitants in the area of Indiana Understanding the physical location of Indiana within the United States II. Understanding the role of the French and English in Northwest Territory Final American control and domination of territory III. Developing an appreciation of the human sacrifice and courage required to develop the state of Indiana IV. Recognizing prominent personalities, the problems of early statehood, the accomplishments of the state and its contributions to the United States V. Understanding the role of personalities influential to development of modern education Indiana's contribution to cultural improvement in the United States VI. Appreciation of the importance of wise utilization of natural resources and the importance to national economy VII. Understanding the importance and the economic necessity of establishing sound cooperation between the United States and Latin America VIII. Understanding the importance of continuing sound economic cooperation IX. Understanding the physical environment and how it affects economic conditions (Items 1-VI suggested for 12 week period)
II. Geography of the Western World A. Canada B. Mexico C. Central America D. West Indies E. South America	

TYPICAL ACTIVITIES

I. Class presentation and discussion

II. Supervised class study

III. Simple research assignments using encyclopedias and other reference material

IV. Map work to establish physical relationships of countries and points of interest studied

V. Use of films where they enhance the learning process

VI. Bulletin board displays

VII. Establishing pen-pal letters with children in countries studied

VIII. Class or group tours to those points of interest studied in Indiana history

IX. Reports given by students on location of points of interest

AIDS FOR INSTRUCTION AND EVALUATION

I. Basic textbooks

Barnhart, et al, Indiana, the Hoosier State. Wheeler Publishing Co., Chicago, Ill.

Stull and Hatch, Our World Today: The Western Hemisphere. Allyn and Bacon Co., Chicago, Ill.

II. Supplementary books

Lockridge, R.F., The Story of Indiana. Harlow Publishing Co., Oklahoma City, Okla.

Lewis, Dorothy, Indiana Story, Wheeler Publishing Co., Chicago, Ill.

Indiana History. Benton Review Publishing Co., Fowler, Indiana

Carls, et al., Neighbors in Canada and Latin America. Holt, Rinehart, and Winston Publishing Co., New York, N.Y.

III. Books in school library that will supplement textbook reading

IV. Tests to evaluate retention and understanding of material covered

V. Class discussion

VI. Periodical material and newspapers

AMERICAN HISTORY
Grade 8

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Discovery of the New World as a result of Europeans seeking new trade routes	I. Understanding the situation in Europe that brought about the discovery of the New World A. Reasons for Spanish and English colonization B. Reasons why France lost a vast empire
II. New World colonization and struggle for supremacy	II. Appreciation of conflicting views of English and American colonies concerning operation of colonies A. Knowledge of Constitution B. War of 1812 and its results
III. Birth of new nations as the New World shakes off European control	III. Understanding of geography's effect on the way a section develops special interests A. Reasons that motivated Americans to expand B. Understanding of sectional problems C. Problems of reconstruction D. The rise and role of labor
IV. Establishment of the United States on a firm basis	IV. Appreciation of how new Americans joined with old to enrich American life A. An appreciation of the contribution to America by people from many different lands B. Problems that arose because of influx of immigrants
V. Elections*	V. Understanding why the United States became a world leader A. The story of the acquisition of various possessions B. How the United States became involved in both wars
VI. Changes in the American way of living as the sections of the nation develop	VI. Understanding how America's government and people face the challenge of a modern world A. Running efficient government B. Great reform movements C. The "Great Depression" D. Participating in government E. Education
VII. Expansion of the United States as it is torn by civil war	
VIII. The emergence of modern America as farming and industry develop	
IX. The joining of new Americans with old to enrich American life	
X. The development of American education	
XI. The United States as a world leader	
XII. Facing the challenge of a modern world by America's government and people	
XIII. Educational guidance	

*Two weeks preceding the general elections (5 class periods)

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Reading - supervised study A. Of textbook B. Of supplemental textbooks C. Of books on selected topics -- fiction and non-fiction II. Oral reports A. On assigned readings B. On assigned sections of textbooks III. Written reports (same as oral as far as assigned material) IV. Films A. Refer to Social Studies outline, Grade 8 B. Catalogs of films that are available through schools (each school library has them) V. Library references (see Social Studies outline, Grade 8 for detailed and lengthy references at end of each unit) VI. Group discussion A. Daily discussion of assignment B. Presentation of small groups of students on various topics	I. Basic textbook Wilder, Ludlum, and Brown, This Is America's Story. Houghton Mifflin Co., Chicago, Ill. II. Supplementary books Devereaux, Vanza, America's Story. Harr Wagner Publishing Co., San Francisco, California Eibling, King, and Harlow, Our United States. Laidlaw Brothers, Chicago, Ill. Moon and MacGowan, Story of Our Land and People. Holt, Rinehart, and Winston Publishing Co., New York, N.Y. Quillen and Krug, The American Adventure, Scott, Foresman and Co., New York, N.Y. Wainger, B.M., The American Adventure. McGraw-Hill Book Co., Chicago, Ill. III. Filmstrips (see your librarian in school, since each school has its own supply) IV. Charts, maps, and graphs A. Materials in text B. Blank outline maps C. Free charts from various book companies V. Audio-visual aids A. Slide films B. Clippings from newspapers C. Materials from school VI. Reference books VII. Periodicals and newspapers

COMMUNITY CIVICS
Grade 9 or 10

MAJOR AREAS	EMPHASES OR OUTCOMES
I. The role of a good citizen and his government	I. To appreciate and understand the process of new citizenship
II. The national government and its states and territories	II. To give an over-all view of the composition and operation of our national government
III. Our local government A. City, township, and county B. Political parties and election procedures	III. To show the problems and privileges involved in local government
IV. Our international relations	IV. To know that we must cooperate with other nations in order to keep the peace and promote international good will and trade
V. The community A. People of the community B. Divisions 1. City 2. Schools 3. Parks 4. Welfare institutions	V. To encourage every citizen to obtain facts and express opinions in areas of local community problems
VI. The responsibility of the community in protecting life, property, and health	VI. To understand and appreciate local community services
VII. Man's use of the natural resources in promoting economic progress	VII. To comprehend the extent of our national resources and the necessity for intelligent conservation
VIII. The role of government in private and public business	VIII. To develop a viewpoint pertinent to the necessity and dangers of government controls in public and private business and in our institutions
IX. Ethics and human relations in business	IX. To show the responsibilities of both the individual and management in our economic system of free enterprise
X. Planning for the future A. Occupation B. Standard of living	X. To formulate a program of individual guidance for each student in order that he or she may develop capacities to the fullest extent

TYPICAL ACTIVITIES

I. Reading for information

II. Visualization activities
- A. Draw charts and graphs
- B. Make maps, national and local
- C. Make posters
- D. Maintain bulletin board

III. Field trips
- A. Local courts
- B. Local law-making bodies
- C. City or town public offices

IV. Oral activities
- A. Student reports
- B. Interviews
- C. Local officials as speakers
- D. Discussion and debate

V. Writing activities
- A. Preparing unit assignments
- B. Developing survey reports

AIDS FOR INSTRUCTION AND EVALUATION

I. Basic textbook

Hughes, R.O., Building Citizenship. Allyn and Bacon, Inc., Chicago, Ill.

II. Supplementary books

Allen and Stegmeir, Civics. American Book Co., Chicago, Ill.

Landis and Landis, Building Your Life. Prentice-Hall, Inc., Englewood Cliffs, N.J.

Painter and Bixler, Citizenship in Action. Charles Scribner's Sons, New York, N.Y.

Roth, Hobbs, and Drake, Living in Today's World. Laidlaw Brothers, Chicago, Ill.

III. Films
- A. Gary Public Library
  1. Colonial Williamsburg, 45 minutes
  2. The Congress, 19 minutes
  3. Democracy, 11 minutes
  4. General Election, 20 minutes
  5. John Marshall, 20 minutes
  6. Public Opinion, 10 minutes
  7. Room for Discussion, 25 minutes
  8. Supreme Court, 10 minutes

IV. Periodicals and newspapers
1. Weekly News Review
2. American Observer
3. Time Magazine
4. Daily newspapers

WORLD GEOGRAPHY
Grade 9 or 10

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Environment	I. Understand that all the things about us include more than home, family, and school
II. Climate	II. Understand the average weather conditions of world areas over a period of many years
III. Vegetation	III. Understand the role of vegetation in supplying food and protection for man and animal
IV. Soils	IV. Understand the importance of soils to life and how soils are produced and must be protected
V. Relief	V. Understand the influence of surface features on transportation, communication, work, and customs of mankind
VI. Mineral resources	VI. Understand the kinds and uses of the more common minerals and where they are found
VII. Water resources	VII. Understand the importance of water to all activities of home, agriculture, and industry and the need for conservation
VIII. Continents and oceans	VIII. Understand the expanse of water areas compared to land and the effect of oceans on defense, transportation, and supply of resources
IX. Tropics	
X. Subtropics	
XI. Middle latitudes	
XII. High latitudes	IX. Understand the nations, people, living standards, environment, industries and products of the tropics, subtropics, middle latitudes, and high latitudes

WORLD GEOGRAPHY
Grade 9 or 10

TYPICAL ACTIVITIES

I. Scrapbook showing comparison pictures (e.g. ancient and modern transportation)

II. Mapping imaginary economic and tourist routes between countries and across oceans

III. Reports from fictional books based on geographic considerations

IV. Construct models of landforms and features

V. Draw profile (cut-away) views of soils, volcanos, and other structures

VI. Select a finished product and trace the source of supply of each component

VII. Use of outline maps

AIDS FOR INSTRUCTION AND EVALUATION

I. Basic textbook

Ekblaw and Mulkerne, Economic and Social Geography. McGraw-Hill Book Co., Gregg Publishing Division, Chicago, Ill.

II. Supplementary books

Jones and Murphy, Geography and World Affairs. Rand McNally and Co., Chicago, Ill.

Kolevzon and Heine, Our World and Its Peoples. Allyn and Bacon, Inc., Chicago, Ill.

Packard, Overton, and Wood, Geography of the World. MacMillan Co., Chicago, Ill.

Pounds and Cooper, World Geography. South-Western Publishing Co., Chicago, Ill.

III. Films

IV. Periodicals and newspapers

V. Booklets from commercial information associations

VI. Free and low-priced literature from foreign legations and embassies in Washington, D.C.

VII. Outline maps

WORLD HISTORY
Grade 10 or 11

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Early man's activities A. Prehistoric B. Historic	I. Acquainting pupils with the development and appreciation of the achievements of early man
II. Early river valley civilizations A. Nile, Tigris-Euphrates, Indus-Ganges, Hwang-Ho-Yangtze	II. Developing an understanding of the simultaneous existence of early civilizations
III. Ancient classical culture A. Greece B. Rome	III. Understanding how our own background was affected greatly by the classical cultures
IV. Medieval times A. Invasion of barbaric tribes B. Growth of feudalism C. Spread of five great religions	IV. Understanding how the loss of organized government led to feudalism
V. The Renaissance period A. Revival of learning and aesthetic appreciation B. Rise of national states C. Expansion through discovery and exploration	V. Developing cultural appreciation by studying the reawakening of the Western World
VI. The modern world A. Struggle for democracy -- England, U.S., and France B. Scientific discoveries and mechanical inventions C. Growth of nationalism, imperialism, and capitalism D. The labor movement	VI. Understanding the rise of nationalism, imperialism, and capitalism
VII. The problems of war and peace A. World War I and II B. Problem of peace 1. League of Nations, United Nations 2. Age of atomic energy	VII. Understanding the underlying and immediate causes of two world wars, and their effects on the world
VIII. The Post-War World A. Spread of Communism B. Decline of Colonialism 1. Far East 2. Africa	VIII. Understanding the growth and spread of communism and the decline of colonialism
	IX. Interpreting the present in terms of the past

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Making charts and maps II. Giving reports A. Oral B. Written III. Discussions A. Class B. Panel IV. Debates V. Studying current events VI. Group projects VII. Reading A. Textbooks B. Other sources	I. Basic textbooks Boak, et al, The History of Our World. Houghton Mifflin Publishing Co., Chicago, Ill. Habberton and Roth, Man's Achievement Through the Ages. Laidlaw Brothers, Chicago, Ill. II. Supplementary books Lane, Goldman, and Hunt, The World's History. Harcourt, Brace and Co., Chicago, Ill. Magenis and Appel, A History of the World. American Book Co., Chicago, Ill. Wallbank and Fletcher, Living World History. Scott, Foresman and Co., Chicago, Ill. Roehm, Buske, and Webster, Record of Mankind. D. C. Heath and Co., Chicago, Ill. III. Maps, charts, and globes IV. Films and filmstrips V. Tape recorder VI. Source books VII. Newspapers and periodicals VIII. Encyclopedias IX. Standardized tests

UNITED STATES HISTORY
Grade 11

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Age of discovery, exploration, and settlement A. European background B. Contributions of Europeans to the New World civilization C. How European patterns were modified in colonial America	I. An understanding of: A. Conditions in Europe that caused the New World to be discovered and colonized B. European cultures that contributed to growth of American institutions and practices 1. Spanish and French colonies 2. English and Dutch colonies C. The energence of a strong Constitutional government and the steps leading to it - Jeffersonian philosophy D. How a respected America faced problems 1. Jacksonian Democracy 2. Varied sectional interests E. How sectional differences became marked 1. States' rights vs. federal government 2. Slavery and individual rights F. How civil war results in economic, political, and social upheaval 1. Constitutional issues involved in Reconstruction 2. Reestablishment of relationships between North and South 3. Resultant social patterns G. How the United States emerged as a world power 1. Tremendous growth of big business 2. Involvement with other countries H. How the influence of dynamic individuals affected our country and necessary reforms which were made I. Governmental changes as a result of depression J. The Atomic Age bringing about marked changes in national and international policy
II. Colonial period	
III. Birth of the new nation A. Revolution B. Confederation and Constitution C. Federalist era D. Jeffersonian age	
IV. America's adolescence A. Monroe and foreign affairs B. Nationalism and sectionalism C. Jacksonian democracy	
V. America at mid-century A. Manifest Destiny B. Sectional strife and slavery	
VI. America divided A. Civil War B. Reconstruction	
VII. America as a world power A. Futile party battles B. Growth of big business	
VIII. The progressive period A. Roosevelt, Theodore B. Wilson, Woodrow C. World War I	
IX. "Roaring Twenties" and "The Great Depression"	
X. World War II and after	

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Supervised study II. Oral and written reports A. Committee B. Individual III. Resource speakers A. Naturalized citizens B. Foreign travelers C. Community pioneers IV. Field trips A. Chicago Historical Society Museum B. George Harding Museum C. Gary Historical Society V. Debates VI. Using audio-visual aids VII. Discussion VIII. Auditorium programs	I. Basic textbooks Bragdon and McCutchen, History of a Free People. MacMillan Co., Chicago, Ill. Harlow and Miller, The Story of America. Holt, Rinehart, and Winston Publishing Co., New York, N.Y. II. Supplementary books Canfield and Wilder, The Making of Modern America. Houghton Mifflin Publishing Co., Chicago, Ill. Muzzey, David S., Our Country's History. Ginn and Company, Chicago, Ill. Todd and Curti, Rise of the American Nation. Harcourt, Brace and Co., Chicago, Ill. Wirth, Fremont P., United States History. American Book Company, Chicago, Ill. III. References A. Dictionaries B. Encyclopedias C. Documentary Works IV. Audio-visual materials A. Films and filmstrips -- The Constitution Series B. Maps, globes, and chalkboards C. Bulletin board displays V. Periodicals and newspaper VI. Selected television programs VII. Tests A. Essay and objective (teacher) B. Achievement test (standardized)

UNITED STATES GOVERNMENT
Grade 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. State and local government A. Indiana state government 1. Indiana Constitution 2. Executive a. Commissions b. Bureaus c. Departments d. Other state agencies 3. Legislative 4. Judicial 5. Political party organization B. County government 1. Administrative 2. Legislative 3. Judicial C. Township government D. City government 1. Civil city 2. School city 3. Budget and tax procedures II. Federal government A. Origin of national government 1. Nature of the American union 2. The Constitution B. Government of our nation 1. Representatives of the people 2. Congress in action 3. The federal courts 4. The President 5. The national bureaucracy C. National government in action 1. Agriculture and conservation 2. Government and business 3. Labor and social welfare 4. Finance	I. An understanding of state and local government A. Responsibility of the citizen to know and understand 1. Structure and nature of state government a. Organization b. Legislative c. Executive d. Judicial e. Other state agencies 2. County government 3. City government B. Develop citizenship and a desire to take an active part in civic affairs II. An understanding of federal government A. Origin of the national government B. Understand the philosophy of our government C. Government of our nation 1. Articles of Confederation and the Constitution 2. Checks and balance system a. Legislative b. Executive c. Judicial D. National government in action 1. Agriculture and conservation 2. Government and business 3. Labor and social welfare 4. Finance: public and private

TYPICAL ACTIVITIES

I. Reading - supervised study

II. Oral reports

III. Audio-visual aids

IV. Written reports

V. Charts and graphs

VI. Films

VII. Filmstrips

VIII. Library references

AIDS FOR INSTRUCTION AND EVALUATION

I. Basic textbooks

McClenaghan, W.A., Magruder's American Government. Allyn and Bacon, Inc., Chicago, Ill.

Flick and Smith, Government in the United States. Laidlaw Brothers, Chicago, Ill.

II. Supplementary books

Dimond and Pflieger, Our American Government. J.B. Lippincott Co., Chicago, Ill.

Haefner, Bruce, and Carr, Our Living Government. Scott, Foresman and Co., Chicago, Ill.

Posey and Huegli, Government for Americans. Row, Peterson and Co., Evanston, Ill.

Starratt and Lewenstein, Our American Government Today. Prentice-Hall, Inc., Englewood Cliffs, N.J.

Here Is Your Indiana Government. Indiana State Chamber of Commerce, Indianapolis, Indiana

III. Films
- A. How a Bill Becomes a Law
- B. How We Elect Our Representatives
- C. Meet Your Federal Government
- D. The Presidential Cabinet
- E. John Marshall
- F. Basic Court Procedures
- G. The New Congress
- H. Our Basic Civil Rights

IV. Newspapers
- A. Christian Science Monitor
- B. New York Times
- C. Local

V. Magazines
- A. Time
- B. Newsweek
- C. Congressional Record
- D. U. S. News and World Report

ECONOMICS
Grade 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Introduction to economics -- Definition	I. To prepare each student to understand better his role in the American economic system
II. Relationship between politics and economics A. Private ownership vs. public ownership B. Economic services of the government C. Government regulation of economic activities	II. To understand the basic structure and philosophy of the American economy
III. Comparison of the resources of the United States and other nations of the world	III. To understand the role of the United States in international trade
IV. Basic units for understanding our economic system A. Capitalism B. Types of business organizations C. Factors of production D. Money and price, banking and credit E. Labor - management F. Use of land and resources G. Distribution of wealth	IV. To understand the techniques of business organization, production, exchange, and distribution
V. Role of transportation and communication	V. To understand the economic significance of taxes and importance of wise use of money
VI. Marketing	
VII. Taxes	
VIII. Consumer Education	
IX. Preparation for economic life A. Learning about yourself B. Studying occupations C. Planning your future G. Looking for a job	

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Reading II. Oral reports A. Supervised study B. Term topics (written) III. Speakers--government, business and labor IV. Use of library	I. Basic textbooks Goodman and Moore, Today's Economics. Ginn and Company, Chicago, Ill. II. Supplementary books Dodd, J.H., Applied Economics, 5th ed. South-Western Publishing Co., Chicago, Ill. Holt, Sol, Economics and You. Charles Scribner's& Sons, New York, N.Y. Klein and Colvin, Economic Problems of Today. Lyons and Carnahan, Chicago, Ill. Lindholm and Driscoll, Our American Economy. Harcourt, Brace and Co., Chicago, Ill. III. Films A. Commercial Banking--(shown by speaker from the Gary National Bank) B. Cooperatives (shown by speaker from the Indiana Farm Bureau Office, Gary) C. You and Social Security (shown by speaker from the U.S. Employment Office, Gary) D. Understanding the Dollar E. Capitalism F. Competition and Big Business G. Law of Supply and Demand The above films are available from Educational Television Motion Pictures IV. Magazines and newspapers

SOCIAL PROBLEMS
(Sociology) - Grade 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Learning scientific thinking and its application to social relations	I. To appreciate the values resulting from the application of scientific thinking to social problems
II. The importance of the social heritage A. Importance of culture B. How institutions develop and change	II. To understand our culture and why institutions must change to meet human needs
III. How culture modifies human nature A. The differences between people B. How personality is made and marred	III. To appreciate racial, cultural, and personality differences
IV. The maladjusted individual	IV. To develop an understanding of the problems of the maladjusted individual
V. Living in the family group A. The family in transition B. Marriage C. The standard of living	V. To develop the best attitudes toward the family, marriage, and high standards of living
VI. New tasks for social planning A. Health B. Housing C. Leisure time D. Community development	VI. To develop open-minded attitudes toward social changes that are necessary to more effective human living
VII. Economic planning in a changing technological society A. Free private enterprise B. Labor problems C. Farm problems	VII. To understand the problems resulting from technological change in our capitalistic society
VIII. Increased opportunities for all in education, welfare of minorities, and a higher standard of living	VIII. To appreciate the necessity for recognizing the rights of all peoples for a healthier, wiser, and more peaceful life

SOCIAL PROBLEMS
(Sociology) - Grade 12

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Reading for increased social growth (library use) II. Field trips A. Mental hospitals - correctional institutions B. Industrial plants, etc. III. Reports A. Written B. Oral IV. Research papers (Using fundamental research techniques) V. Panel discussions on social problems VI. Speakers invited to the classroom VII. Group activities	I. Basic textbook Babcock and Quillen, American Values and Problems Today. Scott, Foresman and Co., Chicago, Ill. II. Supplementary books Alilunas and Sayre, Youth Faces American Citizenship. J. B. Lippincott Co., Chicago, Ill. Cole and Montgomery, High School Sociology. Allyn and Bacon, Inc., Chicago, Ill. Kidger and Dunwiddie, Problems Facing America and You. Ginn and Company, Chicago, Ill. Walker, Jamison, and Carrol, Understanding Our Times: A Textbook in Social Problems. L. W. Singer Co., Syracuse, N. Y. III. Periodicals A. U. S. News and World Report B. Newsweek C. Time D. American Observer IV. Films A. Gary Public Library Film Department B. Gary Public Schools Film Catalogue C. Indiana University Audio-visual Catalogue

WORLD PROBLEMS*
Grade 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. American Foreign Policy	I. Provide an elementary knowledge of basic political, social, and economic institutions of selected nations - such knowledge to be useful in understanding relationships of United States to areas of world crises
II. U.S.S.R.	II. Introduce and isolate major world problem areas
III. China	III. Suggest problems, policies, procedures, ideals, and commitments of the United States in determining foreign policy
IV. The Middle East	IV. Study of United Nations as a factor in world politics
V. Western Germany	V. Encourage a continuing interest in the relationship of the United States with other countries and in the problems of reaching understandings through study of other peoples, their cultures, and governments from a contemporary viewpoint
VI. Situational aspects in Latin America	VI. Encourage critical thinking, searching for facts, and unprejudiced judgments
VII. Other countries as world conditions require	VII. Provide additional experience in research technique, oral presentation, and note taking

*Same as "Governments of the World" listed in the Digest of Courses of Study for Secondary Schools of Indiana

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Class discussions based on general assignments II. Map projects for all areas studied III. Student leadership of discussions where interest and experience justify	I. Textbook* Publications of Foreign Relations Project Series (Sponsored by North Central Association of Colleges and Secondary Schools) 75¢ each First National Bank Building, Suite 832, Chicago 3, Ill. A. United States and World Affairs B. United States and the Soviet Challenge C. Chinese Dilemma D. Southeast Asia and American Policy E. America's Role in the Middle East F. America's Stake in Western Europe G. Africa and the World Today H. The United States in the United Nations II. Current periodicals A. Current History B. Newsweek C. Time D. U.S. News and World Report III. Newspapers A. Gary Post-Tribune B. Christian Science Monitor C. New York Times IV. Special studies A. Foreign Policy Association: Headline Series B. Public Affairs Pamphlets C. UNESCO Publications D. U.S. Government Publications V. Films and filmstrips *In lieu of a text the above publications are recommended

AMERICAN PROBLEMS
Grade 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Public opinion	I. Understand the characteristics and power of the agencies that influence public opinion
II. The family	II. Understand the need of stable family foundations
III. Public health	III. Understand the importance of preventive medicine and sanitation in protection from disease
IV. Problems of schools and education	IV. Understand the problems of the schools and the supporting tax structure
V. Minority influences	V. Understand the need for rights and responsibilities of minority groups
VI. Natural resources	VI. Understand the present status of our natural resources and the need for national conservation
VII. Economic cycles	VII. Understand the trends of our economy with emphasis on the role of labor and management
VIII. Foreign relations	VIII. Understand the role of United States in strengthening the doctrine of democracy
IX. World problems	IX. Understand outstanding problems facing the world, with emphasis on military and nationalistic considerations

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Field trips to view local problems II. Local speakers III. Panel debates IV. Research in libraries	I. Basic textbook Rienow, R., American Problems Today. D.C. Heath and Co., Chicago, Ill. II. Supplementary books Alilunas and Sayre, Youth Faces American Citizenship. J.B. Lippincott Co., Chicago, Ill. Kidger and Dunwiddie, Problems Facing America and You. Ginn and Company, Chicago, Ill. Quillen and Babcock, American Values and Problems Today. Scott, Foresman and Co., Chicago, Ill. III. Films and filmstrips IV. Periodicals and newspapers

PSYCHOLOGY
Grade 11 or 12

MAJOR AREAS	EMPHASES OR OUTCOMES
I. Introduction to psychology A. Pseudo vs. scientific psychology 1. The science of psychology 2. Scientific methods used 3. Dangers of "fake" psychology B. Misunderstood problems 1. Mind reading 2. Hypnosis 3. Conscious-subconscious mind	I. Introduction to psychology A. To appreciate the vocational aspects B. To have the ability to separate the true from the false C. To understand the basic principles of the science of psychology
II. Human behavior patterns — Personality 1. What it is and how to measure 2. Mental measurements 3. Abnormal patterns of behavior	II. Human behavior patterns A. To understand the popular vs. the scientific view of personality B. To have the ability to make ordinary mental measurements, construct charts and graphs C. To understand the abnormal behavior patterns
III. Varied behavior patterns A. Heredity and environment factors B. Biological foundations C. The senses of the body D. Getting in touch with our environment	III. Varied behavior patterns A. To realize the effect of heredity and environment on personality development B. To inculcate the importance of the pyschological aspect of the human body C. To correlate the physical senses with other body functions D. To learn methods of better perception through sense organs
IV. Learning A. Methods of learning 1. Experimental studies 2. Remembering 3. Transfer of training B. Improving learning techniques 1. Principles of learning 2. Learning devices 3. Improvement of reading techniques	IV. Learning A. To appreciate better habits of students B. To understand the psychological processes of learning C. To differentiate between formal and informal learning
V. Areas of personal adjustment A. Popularity and leadership B. Mental hygiene	V. Areas of personal adjustment A. To develop leaders B. To develop intelligent followers C. To give a realization of the negative effects of poor mental attitudes
VI. Problems of adjustment A. To society B. Developing vocational efficiency C. Marriage and the family 1. Parents and children 2. Child guidance	

PSYCHOLOGY
Grade 11 or 12

TYPICAL ACTIVITIES	AIDS FOR INSTRUCTION AND EVALUATION
I. Group activities A. Class recitation B. Committee reports C. Psychological experiments D. Field trips 1. County mental hygiene clinic - Gary 2. State mental hospital - Westville E. Study in class F. Tests II. Audio-visual participation A. Drawings of -- Graphs, charts, pictographs, and cartoons B. Keeping scrapbooks C. Viewing films D. Outside speakers E. Oral reports F. Use of mass media	I. Basic textbook Engle, T.L., Psychology: Its Principles and Applications. World Book Co., Chicago, Ill. II. Supplementary books Sorenson and Malm, Psychology for Living. McGraw-Hill Book Co., Chicago, Ill. III. Films (Gary Public Library) A. Breakdown (41 minutes) B. Angry Boy (33 minutes) C. Marriage and Partnership (15 minutes) D. Marriage and Divorce (14 minutes) E. Preface to a Life (29 minutes) F. Feelings of Repression (30 minutes) (Indiana University) A. Problem Drinkers (20 minutes)